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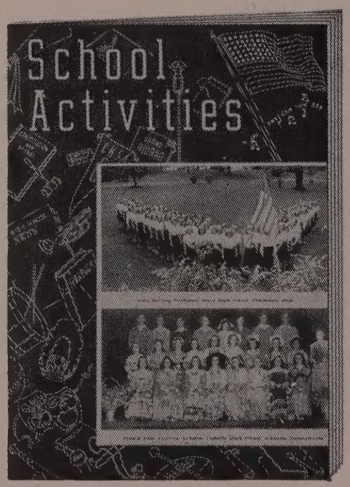

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SPEECH ACTIVITIES

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WINTER, 1953

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VOLUME IX REDLANDS, CALIFORNIA No. 4

Carrying A Good Thing Too Far

A Consideration of Tournament Practices
By Upton S. Palmer
Director of Forensics
Santa Barbara College of the University of California

J. M. O'Neill has pointed out that practice doesn't make perfect; it just makes permanent. The speech tournament, with which the writer has been familiar for more than twenty-five years, seems to be based primarily upon the idea that much speaking means better speaking—an assumption that an acquaintance with innumerable windbags should readily dispel. One who has devoted a great deal of his professional life to participating in and preparing students for tournaments should be acquainted with the benefits of the system, and sooner or later he should come also to a realization of its weaknesses.

The tournament brought new life to a more or less moribund intercollegiate activity which was extremely expensive in terms of per capita cost and which on most campuses was popular in only a limited way. For high schools it made possible a forensic program worthy of the name. Truly, the tournament has many values, but ignoring the arguments that can be brought against competitive speaking under any circumstances, it should be profitable to consider the evils peculiar to such speaking in the tournament situation, and to suggest how they might be minimized or perhaps eliminated. It is possible that a good thing has been carried too far.

Tournaments are of several kinds and charges brought against them in general may not be true in specific cases. Besides, some weaknesses overlap, and in certain instances one evil may be the cause of others. With an awareness of these facts one can still assert that tournaments are not as profitable educationally as they might be because (1) facilities are seldom adequate, (2) schedules are too crowded, (3) judging is often unsatisfactory, and (4) in certain respects standards of speaking performance are low—or put in other words, many student speakers are either unprepared for or are incapable of performing creditably in intercollegiate competition.

A prominent speech educator in the Midwest once complained that at the "world's largest tournament" he judged a debate in the "basement of a harness shop." Because of lack of space tournaments frequently can not begin until late Friday afternoon, or must be held during vacation periods. National tournaments have grown to such proportions that few cities can entertain them. It is almost impossible to find a center in which adequate living accommodations are close to contest facilities. The biennial Pi Kappa Delta national tournament, one of the largest and best, is now scheduled during the spring vacation period on the campus of a college or university where dormitory space is available for housing and innumerable class rooms are used for competition. Two years ago the tournament of the Western Speech Association, an event long associated with the annual meeting of the organization, had to be held in Fresno, California, one hundred and fifty miles away from San Jose, the convention city. Of course, this sort of monstrous arrangement is not altogether a recent development, for as long ago as in 1928 the Pi Kappa Delta national tournament was divided into two divisions. During preliminaries, the women competed in Beria, Ohio, while the men were at Tiffin, half way across the state. The two groups joined for the finals. Minor tournaments today often need as many facilities as national and regional tournaments once required. Speech contest directors have permitted a system to evolve which features one gargantuan orgy of contests after another, some of which when not well organized actually fall apart during progress, providing no time for adequate meals and little time for sleep—because of the sheer lack of physical space in which to carry on the program. There is no tent large enough for the many-ring circus.

More commonly, difficulties develop, even in small tournaments, because of crowded schedules. Almost universally speech teachers try to do too much—too many plays, too many radio programs, too many tournaments, too many events in each tournament and too many rounds in each event. Thus the program is overloaded and what should be a carefully planned, thoughtfully carried out educational experience often degenerates into an extra-curricular nightmare. Wild dreams may be indeed instructive experiences but they hardly deserve educational direction. The summer issue of **Speech Activities** in listing results of a number of tournaments reveals that at one

three-day forensic carousal twelve events were scheduled with a total of thirty-two divisions. At another there were twenty-one divisions in thirteen events. It would seem to be commendable to try to meet the speech "needs" of students by providing a great variety of speech experiences, but to attempt the herculean task in seventy-two hours or less seems brash if not foolhardy. What is needed is greater emphasis on education and less on promotion. It might be possible to enter competition with athletics and fill a stadium with student speakers but the wisdom of such a stunt might be somewhat questionable. Some people object to these speaking marathons on the ground that they injure the health of participants. If invalids become involved the argument has weight, but two or three days of intense activity and excitement are not likely to ruin the health of vigorous young people. Riding off in so many directions at one time will probably not do them much good either. Such performances certainly amaze many respectable faculty colleagues and tend to throw speech into the periphery of the educational system. If they were pedagogically defensible one should not bow before mere academic respectability, but when they reflect unfavorably upon our own good sense the teachers involved do their profession more harm than good. Almost all arguments favor limiting the number of events in any single tournament to a number that can be handled without haste, in adequate quarters.

Over extension of facilities and crowding the clock give rise to a much more important problem, that of providing competent judging and criticism. We cannot settle for inexperienced judges on the ground that outside the academic situation auditors may be relatively unselected and that speaking effectiveness will be determined by such people. The school is teaching the principles of a socially sound rhetoric not just supplying young people with a bag of tricks that will win the applause of the crowd. The janitor can judge, and he may do it more reliably than some of the characters dredged up to do so, but it is rather difficult to defend his decisions educationally. It would be far better to restrict the number of events and entrants in such manner as to provide adequate judging for all. This is especially true when criticism is involved, for here is an art that the teacher spends a lifetime learning, and when he speaks the critic not only employs the voice of authority but he must give reasons for his opinions. During the last century critics have remade English drama. Because of their insigt and constant analytical criticism the quality of playwriting has improved imeasurably since the days of the "well made play." Improvement of public speaking depends as much upon criticism as upon practice. Improvement of contest speaking depends upon judges who are well informed and skilled in evaluative processes. Such are not always available, especially in the critical rounds toward the end of two or three days of speaking when many coach-judges have left for home and student-judges or almost any available persons are pressed into service. Neither are there enough of them in those tournaments in which the most experienced judges are assigned to upper division events and to sections anticipated to be superior. The novices and sometimes the women are often likely to draw unproved judges and the larger the tournament the more likely is this to happen.

Even informed judges are likely to differ in evaluation of speaking but the students appearing before them have the satisfaction of knowing that their work is being weighed by competent minds, and that the outcome of the contest will not be based purely on the whims of untrained observers.

Another factor not to be overlooked in oral endurance contests is that of judge fatigue. While judges infrequently suffer physical collapse they are subject to the same stresses as other human beings. Attention fluctuates even when one is extremely alert. How much more must it do so when the mind is drugged by lack of sleep and by hours of constant listening! Rare indeed must be the professional judge who has not napped a little in the later rounds of a strenuous tournament. Students frequently complain that some judges never take a note and that others seem to be asleep.

Only with the assurance that they will speak before wide awake, trained observers can students be expected to be so well motivated that they will prepare early and thoroughly. This brings us to the real problem of the tournament system—that of standards.

If the tournament is conducted in a hurried, inept fashion, with contests carried on in hallways and on fire escapes, and with decisions being handed down by naive souls whose chief claim to critical status is that they "love to hear young people talk" it is little wonder that it has become many things to many different speech directors, and that with mixed objectives it tolerates standards of speaking that are abysmally low. Paradoxically the intercollegiate tournament is worthy of support because its standards are at the same time extremely high. For the diligent, the gifted, the well-taught it offers a challenge that brings out the best there is in them—in spite of its confusion. They meet some others of like stripe with whom they would not be likely to collide on their own campuses, and in the hurly-burly of argument and in speaking before often unknown and unpredictable judges, and in comparing their rhetorical experiences they gain the intellectual flexibility and toughness associated with a certain type of strong mind. Of course, the greatest benefits come from preparation for this experience—but if the experience were not anticipated preparation would not be made. Standards are at the same time unbelievably low for in the tumult of talk one can often get away with anything. One of the most demanding of all events is extemporaneous speaking, and for that very reason too many students enter it who have neither adequate background in subject matter nor speech composition. After the preliminaries have sorted out this chaff the finalists are frequently a joy to listen to — informed, poised, urbane, effective; but the speakers who are not prepared have overloaded the tournament machinery. Victims of the "sink or swim" school of pedagogy, those students with insight have been made painfully aware of their deficiencies while those obtuse enough to think that because they have filled the required number of minutes with words they are accomplished speakers—and this impression may be confirmed if they have the bad fortune to be ranked high by judges insufficiently criti-

cal—may for a long time after be difficult to teach.

Speakers who have never participated in a single practice debate may be entered into tournament competition. With no background in the general field from which the proposition is drawn, and practically no knowledge of the specific question, they read speeches, stumbling over words no teacher has heard them pronounce, and in a state of shock approach a rebuttal period in which they can only repeat what they have read before or grope awkwardly with vocalized air for a moment or two and retire. Even late in the season one may occasionally listen to impossibly weak teams, but by this time they are of a different type for timid swimmers have disappeared. These boys talk well enough but they know almost nothing of debate and give little evidence of understanding their own arguments let alone those of their opponents.

One type of speaking in which student speakers should be expected to appear at least adequate is original oratory, yet there is disappointment even here. The properly prepared oration can be cast at reasonable leisure with the direction and assistance of a teacher of speech as well as with the aid of other friends. If an oration is not at least a fair speech there is little to be gained from memorizing it; at least the facts are known before tournament time and one is under no compulsion to enter it. However, early in the season it has become almost the custom for from one-half to three-fourths of orators to appear in tournaments not only with speeches poorly written but not memorized. These mangled masses of half-digested rhetorical malarkey are imposed upon defenseless judges as exercises in public speaking. One hopes that only speech teachers will be present, for it does the profession no good for "outsiders" to discover what goes on under the guise of such speech training. These are speeches that should not receive a grade of "C" in a fundamentals course and are unfortunately paraded before others in public places.

Having competed vigorously in individual speaking and debate, students rush to compete with each other in cooperation—in the discussion contest. Since solo work is discouraged in this type of pseudo-deliberation and because five or six students know more than one and there is opportunity for interruption in this activity, it is often more interesting than others. However, even here we are plagued by the uninformed and unprepared. Added to them is the self-starter, and worse, the contentious debater who is still debating. No contest is more difficult of analysis than discussion, and it is difficult to imagine any kind of speech exercise that has less value if there is no opportunity for the participant to hear the reactions of the judge.

One could further consider the weaknesses of other types of highly defensible contests, the lowering of standards either directly or in part related to overly ambitious tournament schedules, inadequate facilities, and unqualified, fatigued, or hurried judging. The profession has become so accustomed to doing so much in so little time, however, that changes will demand a fundamental re-evaluation of objectives as well as the criteria of acceptable performance.

The facts seem to urge that forensic directors take definite steps to raise standards in tournament competition. More tournaments not bigger ones one might well become the slogan, although limitation of tournament participation to students ready for intercollegiate work might reduce problems to a point to which they could be coped with. Intramural tournaments should be encouraged, and extra or preliminary practice might be secured by arranging one-day events in which only two or three schools would take part. Breaking down large tournaments into upper, lower, and novice divisions is only a partial solution, for when all divisions gather at the same place on the same days most of the problems considered in this article still exist. Regional or sectional tournaments held on the same date but in different places might be worthwhile. Winners could advance from sections to finals held on different dates. Several state high school organizations follow this plan, and under it the number of participants in district, regional, and state tournaments is small; and the program is often well handled, if adequate time is provided and eliminations are not unreasonably swift.

Reduction of tournament load may also be achieved by scheduling fewer preliminaries. Ordinarily this sends more students into the final rounds but they are likely to be fairly good speakers, and the judges, exhausted neither in energy nor in numbers, will be able to evaluate their work more capably. Directors who insist that there must be many preliminary rounds, in order to justify the time and money spent on the tournament, should be encouraged to think more of the quality of speaking and the total effect of improved standards upon even those students who feel that the tournament has not been worthwhile unless there are at least five or six preliminary rounds. Maturation probably far outweighs mere repetition as a factor in learning, especially in thise activities in which thinking is involved. This means that in most tournaments there should be time between events for critic decisions and for directors and students to get together to evaluate experiences.

Overloading of tournament machinery might be reduced further by discouraging excessive participation by the same few speakers. Most directors will agree that it is educationally undesirable for students to major in contests. While superior speakers ordinarily do well in most types of academic work some become tournament tramps, neglecting everything else to strive for verbal victories. Good speaking demands a broad general education and forensics directors who do not encourage their students to work diligently in many areas of learning are traitors to themselves as well as to the cause of learning. Always the shadow of the sophist plays over our efforts; and it is all too easy for others to support the charge that we, as did some of our ancient prototypes, take pride in the ability of our students to speak off-hand and brilliantly on any subject—and that thus we are interested only in the superficial.

Some directors contend that outstanding speakers are not satisfied with limited tournament participation. They should be reminded that contest speaking is not an end in itself and that young people who have established their superiority in intercollegiate competition may be ready for the public forum. There

(Turn to Page 102)

The Speakers Bureau

As a Part of the Forensic Program

By Gordon L. Thomas
Michigan State College

In recent years, collegiate forensic programs have been under attack by various critics for being academic, unrealistic, and impractical. Oratory, with its finely polished phrases and close memorization, is unsuited for training in the extempore speech-making of today's citizens, these critics say; debate is merely a verbal exercise usually performed in the presence of only a sleepy timekeeper and a somewhat bored judge; discussion frequently degenerates into a pleasant conversation, with the participants carefully avoiding and differences of opinion and finally arriving at a solution which has little relationship to the world around them.

Some of these criticisms are unjust or exaggerated; some of them are being overdone; but it is still true that speech teachers do not provide sufficient practical training for students engaged in speech activities. It is at this point that the student speakers bureau holds a unique position in the forensic program. Although there are well over one hundred collegiate speakers bureaus throughout the country, some of them having operated for over twenty years, the bureau is an activity which has received relatively little publicity and less promotion. Yet it is an activity which can meet certain objectives of a well-rounded forensic program more effectively than can any other activity in the program. At the same time, it must be pointed out that the speakers bureau is not a substitute activity but only a supplemental one. It is not a solution for all the problems that beset a director of forensics nor can it fulfill many of the objectives of a good forensic program. It can and does, however, do an excellent job of meeting some of the objectives.

In the first place, a speakers bureau provides the student member with training in the preparation for and composition and delivery of a public speech which stems directly from his own experiences and interests. He talks on a subject because he wants to, not because he is restricted to that subject or because he must meet a class assignment.

In the second place, the bureau provides a real platform and a "live" audience for the student speaker, a millieu which is completely different from the artificiality of the classroom and college hall. Service clubs, high school assemblies, church groups, P. T. A.'s, farmers' meetings comprise the audiences for the bureau speaker and each is different, requiring an adaptation of speaker and subject not necessary when audiences, if any, are restricted to the average college class.

In the third place, the bureau offers a valuable service to community organizations. For audiences in the college community and in neighboring communities, the bureau provides a varied program of speeches, discussions, readings, and entertainment by trained and competent persons at a minimum cost. Such a program does much to create good will for the institution and helps the school to do its part in community service.

Finally, the bureau provides an outlet for co-curricular and extra-curricular activities of the speech and other departments which is often not available through any other method. Debates, discussions, dramatic productions, home economics demonstrations, book reports, readings, fencing exhibitions — all can be provided with ready-made and interested audiences.

But these objectives can be fulfilled effectively only if the bureau has an active, responsible, and expanding program. It cannot stand still; nor can it afford to be passive. A successful program is demanding of students, college, and community alike. The following suggestions for vitalizing the student speakers bureau stem from experience in directing a bureau which, last year, provided over 130 students for more than 525 programs in 70 different communities.

The prospective bureau member should be carefully selected on the basis of his ability to speak or, failing that, on his possession of certain qualities that are fundamental to good public speaking, e. g., a pleasant voice, poise and maturity, an ability to organize and think clearly. He must have a personality that is suitable for public performance and that can adapt itself to diverse groups and situations. The student must be dependable and responsible, for failure of students to appear for scheduled programs will rapidly reduce the effectiveness of the bureau. Finally, the subject selected by the prospective member must be one that has popular appeal. We in college are prone to select heavy, cultural subjects, having in mind our appointed task of being the cultural leaders of the community. Unfortunately, although some audiences wish to be uplifted, most wish to be entertained or amused—they seek adventure and escape. This may not be what we would wish but it is "something we are bound to do." Travelogues, talks by foreign students, "how to" talks on interior decoration and flower arrangement, light readings, and stories of adventure and unusual experiences are preferred, in general, to talks on astronomy, on nuclear fission, or state taxation.

The bureau itself has many responsibilities. Besides selecting and training the students, it must constantly be on the alert for new members who can make a contribution to the community and who can benefit from the experience offered by the bureau. It must publicize the program as widely as possible, by letter, nespaper, and bulletin. It must arrange for each individual program request, selecting the most suitable speaker, working out problems of transportation, and making sure that the right speaker arrives on time at the right place. The satisfactory handling of these details requires tact and efficiency. Not all of the public are reasonable or considerate, yet each person must be treated with courtesy and friendliness. To do otherwise is to endanger the entire program and to create a reputation that is not conducive to the growth of the bureau.

The bureau, too, must be concerned with the student member. This includes giving adequate recognition to the student for the service he performs. This may be accomplished through articles in the college paper and also the student's home town newspaper, by letters to the student's department chairman, and even by letters to the student himself, thanking him for his part in making the entire program a

success. In addition, some means of evaluating the student's contribution must be developed. When only a small number of programs are arranged for, a faculty member or graduate student may accompany the speaker to act as critic or evaluator. When the number of programs is large, a form letter, asking for critical comments on the speech, may be sent to the organization. It is important that these evaluations be passed on to the student so that he will be able to benefit from such suggestions. This can be done by a personal conference with the student or by a letter which summarizes the evaluations.

Finally, the community requesting a program has some responsibility. It must be willing to receive the speakers with the understanding that these are not professional or nationally recognized individuals. They have a right to expect competent, well informed speakers but not flawless ones.

The community must, of course, be willing to provide either the means of transportation or the cost of it. They must sometimes be willing to accept some inconveniences in order to obtain a student speaker. It may be necessary once in a while, for example, to return a student to the campus after his part of the program is completed, thereby saving the student an unnecessary and inconvenient loss of time. Lastly, the community must be willing to evaluate the program it receives and to offer constructive comments for its improvement.

These suggestions are by no means inflexible or infallible. Each bureau must be operated in the light of the peculiar conditions of its own community and institution. What may be a desirable practice in one bureau may be wholly unsuited to another.

But whatever its organization or method of operation, the bureau does have a worthwhile contribution to make not only to the forensic program itself but to the student, the college, and the community.

The Two-Platoon System and Debating

By Wayne N. Thompson
University of Illinois at Chicago

College debate should again flourish, for the two-platoon mania has been outlawed.

Football and forensics, fortunately, differ in many respects, but the two are parallel in numerous ways. We debate coaches nurse our students along carefully, trying desperately to find classes in physical education that our lads can pass. Each spring we start recruitment campaigns to bring to our campuses the headiest orators of the high-school crop. We prize a boy who can throw a good syllogism as highly as Frank Leahy does a T-formation quarterback.

Not that debaters are actually subsidized, but I do know of a case when a golden-voiced, pink-cheeked youth (chronological age, 16; mental age, 115) receives his full tuition for keeping the stop watches wound, and the promise of a gold-leafed file box occasionally woos a promising rebuttalist away from a rival school.

(AUTHOR'S NOTE: As my own athletic activities are confined to such rigorous pastimes as miniature golf and good lively sessions of croquet or dart throwing, my understanding of the furore over the abandonment of the two-platoon system in football is admittedly feeble. Nevertheless, speculating about the possibility of a similar chain of events in intercollegiate debate is good entertainment).

But back to the two-platoon system. You see, the small colleges simply could not keep up. The larger schools had more stop watches to wind, and high-school education being what it is the supply of good debaters was inadequate to meet the increased demand. A college that had been able to recruit and finance a two- or a four-man team was unable to keep up in the age of specialization. The last year of the two-platoon system fifteen universities terminated their debate programs in favor of intramural contests in lyric poetry and "fifteen-cent gate receipts."

Now it is all over. The two-platoon system is dead. The days of the thirties and the forties are again with us, and a coach can select a small squad, teach the boys to do everything, and sit back to await the results.

Gone is the era when a team consisted of numerous specialists and a trip to a tournament required a bus instead of a five-passenger automobile.

Here's how the two-platoon system worked during its brief, mad appearance on the forensic scene. The basis of the team, as now, was a general affirmative and negative unit. These boys were good at everything—that is, they could recite figures, they could gesticulate, they could run the range from plain heart-to-heart talk to impassioned appeals.

But then came the specialists. An affirmative defensive unit had to be ready in case the opposing team presented a counter-plan, and on the negative the practice developed of announcing a starting lineup of two dummies whose only real talent was polishing the file boxes. After the affirmative gave its opening argument, these chaps threw one or two quick **a posterioris** and were rushed off the platform. Ready to come in, depending upon the circumstances, were three defensive units — one composed of economic specialists, another of political scientists, and still another of experts on sociology.

The minimum that the two-platoon system required thus was ten speakers, not four; but in time matters became worse, for schools developed real specialists—boys that did nothing except deliver one key punchline.

These fellows were good, limited in versatility, but they practiced this one line all year. Dartmouth had a young Demosthenes who was the envy of rival coaches. If an opponent disputed an expert opinion cited by Dartmouth, this young man rushed forth to save the situation. "Surely," he would exclaim, "the opposition does not maintain that our Dr. Jones is a fool!" And it wasn't the words he used, but the majestic way he teetered up on his toes and the leer in his voice and the sardonic smile that illuminated his face. He was a genius in his one way, but to my knowledge the young man was never used by Dartmouth for any other purpose. This was the only sentence he ever spoke.

But what would really have killed off debating, had we not abolished free and unlimited substitution just in time, was the practice of putting in special teams to please certain judges.

Those of us that coach in the Midwest became suspicious when Eastern Iowa State College moved toward the top in the standings. This was much as if the Chicago Cubs became pennant contenders, so we wondered what was happening.

In time, an Eastern Iowa freshman, half-intoxicated on an oversupply of cherry milk shakes, revealed the secret. By careful scouting their team had built a card file on the prejudices of every debate judge in the Midwest, and a platoon was ready for every circumstance.

Two luscious blondes, one with a honey-dew Georgian accent, were ready if the judge was chivalrous. Two stern-faced men, their heads packed solidly with facts and quotations, were prepared if the judge was impressed by scholarship, and a couple of jokers quipped through the serious problems of the day if someone found most debates boring. Still another team talked about "untrammeled f r e e enterprise" when Professor ——— judged.

All this, however, is something of the past. The two-platoon system has been outlawed. Debaters now must "go both ways." Some complain that this change will reduce the number participating and will result in more injuries (only weary orators, they argue, sprain their tonsils), but most of us who coach and judge are pleased with the change. Personally I had become a little tired of listening to that honey-dew blonde from Eastern Iowa.

A New Discipline?--Communication Skills

By Herbert Hackett
Department of English,
University of Utah

The two basic problems facing the Communication Skills course (however named) are the training of teachers for a much expanded field, and the development of a new discipline with an integrated philosophy and a common core based on scholarly research. The problems are mutual. Teachers cannot be trained unless there is a core discipline; it is difficult to build a discipline without competent teachers to test its assumptions in the classroom.

If we look at the statement of purpose of the better known Communication Skills courses we are struck with the rather wistful grasping for a unifying core around which such courses may be built. There is nothing new in this—many a traditional Freshman English or Introductory Speech course sought to justify itself by brave words. Where philosophy had tried to unify all knowledge, the skills courses sought, and often pathetically, to appropriate the media in which all knowledge must operate.

Such courses failed, with the exception of a few taught by those whom no course could limit, because little was known about the how and why of the communicative process. True, linguists had provided a mass of data about the structure and nature of language, rhetoricians had gained a great deal of insight into effective rhetorical practice (primarily through historical s t u d y), psychologists had probed the main-springs of human motivation and behavior, the social scientists had examined the total cultural context in which communication took place, mathematicians, biologists, educationalists and philosophers had contributed their bit of insight; but the total effect was small.

It is to be doubted whether the traditional English or speech course was much different from or superior to its counterpart a century ago, or that we had learned to teach more effective communication in a world which daily became more intricate and in which the need for effective communication was becoming more imperative by the hour.

We can see the same problems of widening horizons in others of the traditional disciplines; the biologist found that he must become a chemist and we have Biological-Chemistry; he found that he must also be a mathematician and we have the new discipline of Mathematical-Biology; the linguist has joined forces with the social scientists and it is today difficult to separate much of his interest from that of the anthropologist and social-psychologist; literature has joined with history, art with chemistry and physics; the list is long.

If we argue from parallels we can too easily jump to the conclusion that the skills of communication can no longer be taught in isolation but must combine with other disciplines in such a way that a new discipline is born. In a small way this is what has been done in the traditional courses; speech teachers are more and more social-psychologists; semantics has shown us many inter-relationships that we never suspected; the grammar teacher has gone to the student of social change and the rhetorician to the political scientist.

In general, however, the skills teacher has gone in through the back door, borrowing an assumption here, accepting a theory there, adapting a method or a frame of reference; but all without fully understanding the techniques of investigation, the methods of testing hypotheses, or the implications of the disciplines entered. He has eschewed the rigor of scholarly research. The results have been of two kinds: he has borrowed haphazardly, without knowing why, without being able to evaluate what he has borrowed or to test the assumptions under which he operates; or, he has found himself over his head and has turned in frustration against the disciplines which seemed so promising, as, for example, many English teachers fulminate against the "inroads of the social sciences."

There are no easy solutions. We cannot borrow without understanding. We cannot use without examining; we cannot pick the fruit without undergoing the husbandry of planting.

Granted the need for developing a discipline of "communication skills", around what core can it be built? The answers are as varied as the courses which have sprung so rapidly in the post-war years (over 350 now claim to be integrated "skills" courses). For some the core is "meaning", and the semantic approach has been the most common-

ly accepted. This is not unexpected, since the General Semanticists have gone further than any other group toward integrating the various disciplines which go into "communication". However, much of their work has suffered from over-hasty generalization, insufficient knowledge of such fields as linguistics, and a faddism which is more concerned with terminology than with rigor.

A second core which has been proposed is "linguistics". The advantages of such a core are obvious; linguistics is a field with a great store of scholarly data and has recently begun to broaden its horizon beyond the historical and structural aspects of language which made it so arid a field for the teacher of day-to-day skills. It must be said, however, that linguistics, the knowledge about language has no demonstrable relationship with the ability to use language.

A third core may be called "personality development", a pseudo-psychological orientation which strives to develop the "whole" personality through teaching egective communication. Courses with such an emphasis probably appear to the outsider to be much less stable than they really are, but the limitations are obvious. Some faddists have sought to build a fourth core around "group dynamics", in itself a new field. What the results of such an emphasis would be is questionable, even if the teachers were fully trained, but most such ventures are based on popularizations which assume much more than the original data on which they draw.

Other courses are oriented around "content", either of "great issues", of other basic courses in the curriculum, or on literature. Some of these courses are excellent, but the general applicability of such an emphasis has not been demonstrated.

In a sense the core of the ideal Communication Skills course will reflect the best that is in each of the above. My own bias leads me to suggest that the core might be "language behavior", first a study of the nature of language behavior and second experience with language use. Lest this appear to be merely a new terminology for an old discipline let me list some assumptions which will define what "language behavior" consists of and how these will be reflected in a Communication Skills course:

1. The communication skills are skills of language behavior and must be taught in terms of the total context in which the behavior takes place. As a behavioral science the first step is observation; teachers and students must be trained to observe good, current language behavior.

2. As behavior the communication skills program must adapt some of the methods and instruments for measuring of the behavioral sciences. It will be based increasingly on social-psychology, anthropology, socio-metrics, and this implies that its teachers must be trained in the methods of observation and testing which are common to these disciplines.

3. As a linguistic science it will have to use some of the methods of structural linguistics, with at least an understanding of historical and comparative methods. Its interest in linguistics will be descriptive and functional.

4. As a science of interaction between individuals and groups it will first have to turn to the study of individual psychology, and then to social-psychology and socio-metrics, to understand the dynamics of individual motivation and the structure and functioning of groups.

5. Since language reflects the logical system of the culture, a program in communication skills must be based on an understanding of the cultural-logic. The course will tend to stress the observation of the logic inherent in the language structure and culture, the ways in which the language and culture structure the universe for the individual and condition how he will think.

6. Communication operates not only in a cultural medium but is also concerned with what is called "content". "Content" includes both the total context in which the communication takes place and the logical system through which the culture looks at the world. It is also concerned with the mass of data which is available about every phase of the world and life. The teacher of skills, therefore, cannot be a mere specialist but must be able to enter into intelligent discussion of science, the social sciences and the humanities. He must in truth be a "universal man." The student will first of all be concerned with "content", all other aspects of communication depending on it and being conditioned by it.

7. Communication is also an art and the course will, within the limits of time, be concerned with the development of the arts of language, the rhetorical devices, and the appreciation of the beautiful. However, it is doubtful whether the arts of communication can receive much attention in the basic skills course, oriented to the first six aims listed above. The best to be hoped in such a course is the development of a base on which the appreciation of and the practice in the arts of language can build.

The complaint which the above discussion must inevitably occasion, and which cannot be ignored, is that the proposed course includes too much, and that no teacher can be competent in all aspects of it—all this is true. It is said that no one man understands enough atomic science to build the atomic bomb, but this neither inhibits the discipline from developing nor the teacher from teaching. The narrow specialist of the past was usually incapable of teaching more than his specialty in the skills, and most of his training had nothing at all to do with the teaching of basic skills. The new skills teacher must be taught specifically, and very broadly, for the course he will teach.

Whether this article has made a case for a "new" discipline is to be doubted. Such a case will be made in the next decade or two as more and more students prepare themselves to teach the basic skills courses—as a full-time career. Some of what has been said will undoubtedly serve as a guide for their efforts, since much of it has been tested against the requirements of such courses. Some has too much of the unexamined assumption in it, some is controversial, some will appear to be mere nonsense in the light of future knowledge—but the problem remains to demand solution, and I think a solution through a new discipline.

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A Case Analysis of The 1952-53 Debate Topic:

RESOLVED: That the Atlantic Pact Nations Should Form a Federal Union.

WINNING ENTRY IN SPEECH ACTIVITIES PRIZE CONTEST FOR HIGH SCHOOL SPEAKERS

By Jonathan M. Beck
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Lansing, Michigan

In the spring of 1945 war came to a close in Western Europe, leaving behind history's worst example of physical devastation.

The job of reconstruction, however, began immediately. UN organizations like UNRRA, the US Marshall Plan, and the program of European governments thecselves, began to work toward the objective of providing a sound founlation for permanent recovery.

Now, eight years after the end of the war, we have the perspective to look back and evaluate the success of these programs. Out of this area of study grows the subject for debate. In the eyes of those who advocate Atlantic Union, reconstruction measures undertaken so far have failed to build an economically strong Europe.

The failure of these efforts points to the need for a new approach to Europe's problems.

Perhaps the clearest indication of Europe's economic weakness was dramatized in the North Atlantic Council's April 1953 meeting. The economic effect of European rearmament is this: exorbitant amounts are siphoned away from total production for military needs, leaving less for civilian purposes, further accenting shortages and scarcities which have plagued the continent since the war. The result is that Europe cannot support rearmament efforts and prosperity at the same time. NATO's North Atlantic Council conceded this fact when it moved to sacrifice its rapid military buildup and emphasize continued economic health instead. The past few months have made it clear that Europe is economically too weak to rearm and still remain prosperous.

The final index of economic health is the living standard enjoyed by Europe's people. Living standards have certainly risen since the war, but even as late as 1951, reported the president's committee for economic development, living standards remained lower than prewar in France and Italy. Furthermore, the "austerity" programs generated by pressures of rearmament mean that living standards will be held down in other countries for several years to come.[1]

From the affirmative point of view, this gloomy picture represents the limited effectiveness and apparent failure of the Marshall Plan and other recovery programs. What is needed is a step toward closer economic cooperation or NATO federation.

The affirmative, however, has ignored one important issue. The negative can grant that Europe is not ideally healthy, economically. But the fact remains that conditions have shown great improvement since the war.

The US has allocated about $30 billion to European aid over the last seven years. The results? When ECA ended in 1951, European industrial production was 41½ above prewar.[2]

The affirmative has shown that Europe still hasn't reached the goal of complete recovery yet, but it's clear that real progress has been made toward that goal. So before the present system can be discarded in favor of NATO federation, the affirmative must complete their argument to show how federation will provide more economic progress than the present system. Herein lies the main issue in adopting Atlantic Union.

Paul Henri Spaak, first chairman of the organization for European Economic Cooperation, has pointed out that the barrier to the growth of of tariff and quota restrictions Europe's production is the network which slow the movement of intra-European trade. Other European leaders second his point of view, and favor increasing production by removing trade restrictions. This procedure is followed in the NATO federation proposed in this year's debate.

At this point, it is important to know what a federal union is. We can define a federal union as a governmental organization composed of separate states which give up certain powers to a central government. The United States is a good example of the organization of a federal union.

A NATO Federation would mean that trade barriers between nations would be removed, leaving a unified economy like that formed by the United States.

The report on Europe's economy released last December by Secretary of Commerce, Charles Sawyer, predicts more efficient distribution of services and goods to consumers if trade restrictions are relaxed.

Then too, free trade would accelerate producer-to-producer exchange of goods. An important feature of the United States industrial scene is the way in which subassembled products flow freely to final assemblers across state boundaries. General Motors, General Electric and others are examples of the industrial efficiency of this type of continent-wide organization. Similar industrial organizations would be possible throughout the NTAO community if trade barriers could be removed.

Broadly stated, then, the goal of federation is to extend the American type of economy and volume of production over the entire North Atlantic area.

The most obvious negative reply to the foregoing is just a listing of present efforts to remove trade barriers. An organization called the O. E. E. C. (Organization for European Economic Cooperation) is certain to come into the discussion. The United States Department of State Bulletin appraised its work in January 1952:

Thanks largely to the efforts of the OEEC, some 75% of the restrictions which formerly hampered the free movement of goods between countries of Europe have now been removed, and the volume of intra-European trade is now virtually double what it was in 1947. The real issue, then, is this: Federation isn't necessary just to establish freer trade. If it is desirable to throw off trade barriers, present organizations like the O. E. E. C. can do so.

The affirmative still has one big issue, however. It is true that freer trade can be reached by methods like the OEEC. But such organizations, while they can lower trade barriers, cannot guarantee that

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A Subject for Today

By Mitsuo Hirayama of Chuo University (First Prize winner in the Seventh National Intercollegiate English Oratorical Contest for the Gen. MacArthur Trophy).

OSAKA, July 4.—Speaking on "A Subject For Today," Mitsuo Hirayama, student of Chuo University representing the Kanto district, won the finals of the Seventh Annual National Intercollegiate English Oratorical Contest for the Gen. MacArthur Trophy held at the Mainichi Kaikan, here, Saturday, from 1 p. m. under the auspices of the Mainichi Newspapers and the English Mainichi.

Second place went to Hiroshi Nishihara of Osaka University of Foreign Studies who spoke on "World Companionship." Taking third place was Hideo Suetsugu of Yokohama National University whose subject was "Steps Toward A Better World."

Honorable mentions went to Miss Hiroko Makino of Oita University and Junjiro Suzuki of Hitotsubashi University, Tokyo, who spoke on "Our Culture" and "Education, A Creative Force In Society," respectively.

In the contest, 17 young men and women orators who were selected from among scores of competitors throughout the country vied before an audience of some 1,000.

The contest opened with an opening address by Peter I. Matsunaga, Assistant Editor-in-Chief of the English Mainichi.

Gleaming on a special pedestal on the stage was the Gen. MacArthur Trophy, won last year by Akio Hayashi of Kwansei Gakuin University, who did not participate in this year's contest.

Takeo Matsumoto, Associate Editor of the English Mainichi, Osaka, who acted as chairman introduced judges for the contest—Mervin E. Haworth, director of the Osaka American Cultural Center; Edward C. Karnes, missionary, and Peter I. Matsunaga.

With the conclusion of the last speech by Miss Michiko Miyamae of Keio University, the chairman announced a 20 minute intermission for the judges to select the winners. Thunderous applause broke out when Karnes announced the names of winners of the contest.

Director Tsunetaka Ueda of the Mainichi Newspapers then presented the Gen. MacArthur Trophy to Hirayama. He also presented prizes and certificates to the rest of the winners.

President Michisuke Sugi of the Osaka Chamber of Commerce and Industry then presented Japan Centennial Central Committee trophies to the winners.

The Winning Speech

Every Japanese man and woman able to read and think has at some time or another asked himself, should we rearm, must we have an army, can we afford an army and a navy? At this time, I wish to discuss this subject, which is the most pressing problem facing our nation today.

As everyone can plainly see, we already have an army in the making. Now, all it requires is the proper sanction of the National Diet to christen it and send it on its way as the new democratic Japanese Army. Mr. Yoshida is in a tight spot as far as this issue is concerned. If it is necessary that we have rearmament, let it be done openly and let the people know the reason why.

I believe you are all familiar with western movies and the story of how the western part of the United States was opened up. There is a great deal of shooting and killing in these movies. The Western Code was that, if a man tried to draw his pistol in order to shoot another, then was shot and killed by the intended victim, the killer in this case was vindicated of the charge of murder in the eyes of the law. They called it self-defense.

On the other hand, if the victim was not armed and was shot down without a chance, it was called cold-blooded murder and the law did its very best to bring the murderer to justice. Therefore, a man would think twice before shooting an unarmed person. But regardless of the punishment the killer was subjected to, though it may have satisfied some of the living, it did not bring the dead back to life. It would have been wonderful if everyone had gone about unarmed and left the revolvers and rifles to the police. That is what gradually came about, due to the efforts of a very determined people.

As the gunmen of the wild west fought for their lives, nations have been at war ever since man could remember. Nations have been attacked and conquered at the slightest provocation. We continue a seeming everlasting cycle-intervals of peace between wars, with the wars becoming ever more devastating, and the intervals of peace more strained. The ultimate end of such a cycle can only be the eventual self-destruction of mankind.

What chance would the so-called Japanese Army have, with its small caliber field pieces and light tanks against an enemy armed with supersonic aircraft and atomic weapons? Any nation armed with modern weapons can overrun Japan in no time. It is comforting to know that it is not necessary for us to stand alone. We can unite our strength with other nations and muster a defense that will discourage nefarious schemes.

Here is where the United Nations comes in. The Korean War indicates clearly that all free nations are definitely against aggression. The free world has put up a valiant fight in defense of freedom. We can not forget the sacrifice of those men who fought for the United Nations, giving their lives to a great cause, a cause worthy because it has the hope and future of all free men clinging to it.

It is my fervent desire that we achieve in the near future, a United Nations supported in body and spirit by all nations on this globe. Peace can be maintained only by

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(From Mainichi News in English Edition, Tokyo, July 13, 1953)

Our Trip to Japan

Egbert Ray Nichols, Sr.

This article has two justifications (1) it gives an opportunity to inform you on the orient, and (2) it fills space which must be filled to complete this number.

On our way to Japan we spent practically a month from Oct. 26, 1952 to Thanksgiving Day in November, when we arrived in Yokohama. Hoping not to bore you with a dull travelogue, may we give some of the main details of our Pacific journey.

We left Terminal Island, California (the harbor of Los Angeles if you are not a Californian and do not know) on the M. S. Barranduna (Australian name of a ship now on the Australian run) with the calls of our granddaughter ringing in our ears as our ship slipped out of the Los Angeles harbor into the broad expanse of (to us unknown) the Pacific Ocean. And is it big and broad! We did not see land again until we reached the Philippines. We had six passengers on a ship that could carry fifteen. Three of them were Filipinos going home—and the other beside ourselves was a Roman Catholic priest returning to his work at Nagoya, Japan, where later we touched.

The captain and his crew, those with whom we came in contact were fine people, who helped us have a delightful voyage. The two cabin boys were especially pleasant acquaintances. One was a Finnish young man, now a Californian, who ushered us to our apartment aboard, which consisted to our surprise of three rooms: living and study room, bedroom and bath. This is much more than we would have rated on a passenger ship—so take our advice and travel by freighter. Our other cabin boy was an Englishman. These two boys took care of the cabins and waited on table in the dining room.

"Water, Water everywhere" described our trip until we reached the San Bernardino Straits in the Philippines. We passed a hundred miles north and out of sight of the Midways, where our course was changed to a straight shoot for the San Bernardino Straits. Our first glimpse of land was of Luzon, near the Straits, and our first stop was at Manila, where we had a little over a day and night. Here we said goodbye to our Filipino fellow passengers, who came the next morning to take us on a trip around Manila by automobile. We were met by a friend, former Redlands student, who gave us a delightful day seeing Manila and surroundings by auto. During the course of this trip we discovered in the ruins war has left in the Philippines, why our Filipino fellow passengers could not understand why we were going to Japan. We probably should not say this but Japanese do not land at Manila unless they have trustworthy insurance for safety, or an invitation which assures them of personal safety and good treatment. This is something for us to understand, not condemn—this aftermath of war.

Our ship was bound for Hong Kong, but changed its course, for freight reasons, and gave us the privilege of an additional trip almost completely around the Philippines — we except Mindanao, the north shore of which, the town of Anacan (Pronounced A h-Knock-can) we visited for two days to load giant Philippine mahogany logs. We spent much time ashore here, with our friend the Catholic priest, not being very well acquainted with our new passengers who joined us at Manila. Allow us to remark that these new passengers journeyed all the way from the Southern shore of Mindanao to Manila to get our boat as a trip across to the north shore of Mindanao was highly impracticable. Navigation rulings never ceased to astound us. Specifically the ruling of the Interstate Commerce Commission, of the United States, which obliges a free American citizen, who ought to be free but isn't, to land at the first American port which his ship touches, whether it is convenient or not. Our ship came to L. A. Harbor. When I tell you that my son drove the thousand miles to San Francisco from Whittier, California (near Los Angeles to meet us and bring us home when two days later our ship docked in San Pedro (Los Angeles Harbor), only a few miles from Whittier, Calif., you will understand my dissatisfaction. I should be so happy to be home on American soil again I shouldn't grouch, but this example of injustice to citizens living on either coast riles my sense of fairness.

What did we think of the Philippines and Japan? One at a time, please. We liked the Philippines, and had a good time on our two stops at Manila and at Anacan on the north side of Mindanao, southernmost island. We enjoyed our extra trip around the islands on the way to Japan. We had a most pleasant visit ashore at Anacan. It is just a simple little lumbering town. We were a novelty and when we went ashore the children followed us about in a good sized group. Going up one of the main streets with our Catholic brother, we met a young lady named Juliet, from Manila, who spoke practically perfect English, and was kind enough to guide us about and show us some of the interesting sights — one of them — a tree about twenty to twenty-five feet in diameter. We left the pleasant little village of Anacan (Ah-Knock-an) with regret as we had had a happy time there, and we were a bit apprehensive about what the future arrival held for us when we landed in Japan.

Friends met us at Kobe. They even brought us flowers and a chauffeur to drive us about the city. We went almost to Osaka and came back to Kobe to our boat in the evening. We had our first look at a Japanese city, and spent about three hours going as many blocks on Motomachi, a most interesting street full of shops and little business places. Our first glimpse of Japan was most satisfying and delightful. We left Kobe at night and sailed to Nagoya where we arrived shortly after noon the next day. Here we went into the city for a short look-see, bade good-bye to our priest friend who was met by his colleagues. Our fellow passengers wanted to know who was going to meet us here. We sailed that night to Yokohama where we were met by friends again the next morning. They helped us through customs (which by the way are much easier and quicker than Uncle Sam's.)

We soon found ourselves in Yokohama. That evening a large group

of Americans gathered at the home of the Nicholsons where we were to pass the night, and we all had a good old American Thanksgiving dinner (You can take Americans to a foreign country but you can't change their ideals or their habits. Thanksgiving Day is Thanksgiving day wherever a few Americans can get together to celebrate, whether it is Yokohama or Timbuktu. And that's a mighty pleasant thing to learn, believe me, and it's a good remedy for nostalgia. Many of these persons had come from Tokyo to Yokohama to greet us at this Thanksgiving affair, some of whom we were to meet quite often later.

It is difficult to give you much of an idea of Tokyo, Yokohama, and other Japanese cities. We got no farther south than Kobe. We saw some of the famous cities such as Kyoto, Nara and Nikko. They have a remark that you do not know Japan until you have seen Nikko. There is a great deal of truth in this, but it might also be applied to Kyoto, which, like Nara, is an old capital of Japan. These two cities are not far apart and are really MUSTS if one wants to know Japan.

The main things to see in Japan are works of man, temples, shrines, etc., and not scenery in my judgment. I could not advise any American to expect scenery as beautiful or as grand in Japan as he has in his own country. There is beautiful scenery in Japan, of course, but it does not rival or begin to approach the magnificence of scenery in America.

The people of Japan deserve a mention in this article. Frankly, I was most impressed by the little children. There is something most attractive to me about the little boys and girls, and I mean the very little children. I lectured in a college to young men and women. I found them also most interesting for their understanding and accomplishments. I lectured in English. I ask you how far a Japanese would have got lecturing in Japanese in America. The answer is "precisely nowhere." We are not a bi-lingual country. But Japan is fast becoming such a country. English is taught in the schools. I could lecture in English in a Japanese college and be understood quite generally if I did not talk too fast. That is saying a great deal for Japan. It is on the way to become a real bilingual nation, and for that Japan deserves praise and respect, as well as for their goodwill toward America and Americans.

We say what we have remarked above because we are sure you have a very good idea of how we as Americans would be feeling and acting if we and not Japan had lost the war. So one of the great lessons of our oriental trip is — toleration. We learned it from two eastern peoples, the Filipinos and the Japanese. The war has not left these peoples really friendly. But they are trying on both sides to get on better terms with each other—a thing we must commend with all our power and influence. Whoever said that it was a beautiful thing for men to dwell together in peace, or was it unity, has the right idea.

That is another great lesson we can learn from the oriental peoples. That is another great benefit of travel. No good American in his right mind chooses deliberately to live abroad. Travel is a great and beneficial thing. It is full of education and personal benefit. But as for permanent residence abroad, no good American chooses deliberately to live such a life for a long time unless his profession or business demands it. Any American who chooses such a life without unusual and powerful compulsion, needs his head examined, and we mean just that. Take it from me, there is something wrong with such a person, and we are not giving you mawkish patriotism.

At Sendai Mrs. Nichols and I attended an oratorical contest at Tohoku University where the contestants gave their orations without any reference to their written speeches, and in English we could understand. Several of the contestants could speak English well, only as long as they read from their manuscripts. Two or three of them did not attempt to speak without their papers. These were the ones entered for the first time.

Immediately following the announcement of the winners Mrs. Nichols and I were escorted to a small tea room of the university where we had the privilege of meeting the contestants, one or two coaches, and the judges again, as we all sat down at a long table where we were served cakes and various dainties with orange juice, and tea or coffee. It was a very pleasant affair, affording us as Americans another occasion for friendly cooperation with the present and future educators of Japan.

One of the University of Redlands debaters I have just located in Tokyo, or rather he located us and called our hotel. The next day we had a great visit at the hotel.

He is now Captain Hiram Caroom, an Air Force officer making regular trips between Japan and Korea. He, with his wife, Juanita, and three children, have been in Japan almost two years and are soon due to return to the U. S.

He spends some time teaching Speech to advanced students among the U. S. flyers, and was using Monroe's Speech Text.

Mrs. Nichols and I enjoyed a most delightful evening with the Carooms, as their guests, at the Imperial Hotel in Tokyo.

This time it is David Murayama, a former student in music at the University of Redlands, whom we have found. From our university he went to New York to continue his education and then spent several years in Europe. Upon his return to Tokyo he opened a Conservatory of Music, where he taught voice and piano and encouraged the teaching of the very beautiful and artistic Japanese dances. After fourteen years he got away from his teaching long enough to spend a year in the United States on a Goodwill Tour and was in our home many times, giving, with the assistance of one of his talented students, a most delightful program of music and Japanese ceremonial dances in the Redlands Bowl. This was in 1939 before the last war. I shall never forget how he pled for friendship between the United States and his country. He believed to the very end that war could not come. Of course he was one of thousands and thousands of the Japanese who did not want war or approve of the actions of Japan.

After another fourteen years we met him again in his own city of Tokyo! We met his family, Mrs. Murayama and three attractive children, Koichi, with a wonderful baritone voice like his father's. He is now 21 years old. The older daughter, Kyoko is beautiful and talented, 19 years of age, and Kazuko, the 12 year old daughter is just irresistible with her exuberant spirit and charming manners of the Japanese maiden.

We were invited to the Murayama home out in the suburbs of Tokyo, where we enjoyed a lovely Japanese garden, the typical Japanese house (although they have one foreign room, the music room and study.) We sat on zabuton (floor pillows) at low lacquered tables for Sukiyaki, one of the national Japanese dishes which is cooked before you on the table. It is delicious and any American keeps up with the Japanese in eating it.

At the other end of the room we were ushered to another low table with the most elegant Japanese lacquer finish, where we were told to place our feet down low under the the table for the warmth, and there we were, with our feet, all of us, over the charcoal burner below, having a wonderful close up visit, while the Japanese maid served great big, luscious strawberries to us and plates of dainty Japanese cakes.

What had happened to them during the war? We saw only the pictures of the former elegant Studio of Music. It, with all the grand pianos and their home, was bombed. Nothing was left, but David said: "We got out just in time and found this little farm house far out in the country and I placed my family here. All that mattered was safety for my family, now refugees from burning Tokyo. We have nursed no ill feeling toward the United States. Japan brought all the suffering on herself. We were glad she was defeated, to begin to learn a better way of life."

The Murayamas are second generation Christians and their children make the third generation. They speak English fairly well. Koichi is in Foreign Language School now, in preparation he hopes for an education in America. Kyoko and Kazuko have set their faces toward America also. We hope their aspirations may be realized. They will be the kind of leaders Japan is going to need desperately in her new Democracy.

Mr. Murayama is Professor of vocal music in International Christian University in Tokyo.

And now what has all this to do with debate and oratory? It is taking a long time to get to the subject, but we hope we have not bored you too much. Anyway, you can skip this article. We shall never know if you do, and it would not hurt our feelings if we did find it out. Editing this magazine is teaching us rapidly, not to put any great value on our own writings. We are fast losing any such vanity.

Debating in Japan

One of our reasons for writing this article was to talk about debate in Japan. We have mentioned it before a few times in this magazine, but perhaps, since we did not know ourselves, we did not make things very clear about the Japanese debating.

Japan is imitating two things we have in American schools and colleges—baseball and debating. Both of these things belong, in great part to the educational world. We should be particularly pleased and happy that Japan is looking to us for such things. Maybe there is a story behind this—I happen to know that in debate this is true.

Several years ago two Japanese young men came to the U. S. A. and entered the University of Southern California. They did not enter or participate in speech activities as some foreign students do. They contented themselves with close observation. Their names were: Toshio Kanchi San and Itabashi San.

When they returned home they entered actively into the life of their own country. Mr. Kanchi took a position as Head of Foreign Relations on the Asahi Shimbun, one of Japan's leading daily papers. Mr. Itabashi became the head of the Japanese Cultural Association in Tokyo. These two young men, who knew each other at the University of Southern California united their efforts to serve their own country in a democratic and cultural way. As Japan became a democracy, it occurred to these two men that one of the best ways to serve their country was to introduce American debating and the American way of Public Speaking.

In America they had learned of Legislative and Congressional debates, of Lincoln and Douglas, Webster and Calhoun, Henry Clay and others, and it occurred to them that the best way to serve Japan was to establish debating and public speaking in schools and colleges in their own country.

In Tokyo they have succeeded during the last four or five years in establishing a league of about twenty colleges which are putting out teams to debate in English. They are looking forward and planning to establish a second league around Kyoto and Osaka and Kobe. In the beginning they sought to establish debate in Japanese but found the burden too great.

It was my good fortune while in Japan to get acquainted and to work in a debate institute in Tokyo with these two men. This institute lasted about a week and was held at Meiji University, one of the older colleges in the heart of Tokyo. I was asked to lecture for three days, both morning and afternoon at this institute. Modestly speaking, I did not achieve a very great success, because I could not give them a sure-fire recipe for victory, but I did learn a lot and had a grand time even if it was not as profitable for the Japanese students as I could have wished. I did not realize, and was not informed, that most of my audience was inexperienced in debate, so part of what I had to say was too advanced.

Again as at Tohoku University my lecturing was done in English. Again I found great earnestness, unusual ability, and great eagerness to learn the American way. The Japanese student is not afraid of work. Their ambitions, which I tried to encourage as well as I could, visualize cross-Pacific activities in college sports and debating in the not far distant future. American students, here is one of your great challenges for the future. Shall we rise to this occasion and do our part? This will not be easy, I assure you, for the Japanese students are intelligent, capable, in earnest, and industrious young men and women. They are not frightened because of our many years' head start. They are merely concerned with being worthy and making a good showing against us some day in the not far distant future. Shall we help them make their dream come true? Can you think of a more worthy thing for us to join in than in this effort to extend the influence of American sports and educational activities across the Pacific.

We already have met the English and Scottish teams in debate; we have met a German team and the Australians and Hawaiians. Isn't there a thrill in this Japanese ambition for us? Speech Activities is glad to do what it can to hasten and bring about this development in speech and debate. Are you with us? Our columns are open to remarks and replies from you.

War as we all know is an accur-

sed thing. Would not such a development of student activities furnish us a magnificent way to contribute our part to a better world? a better understanding? and abiding peace?

It was my privilege to hear two Japanese debates at the Meiji Institute. Both were excellent and capably handled. One was a debate between men and women students, which the men won. The subject of both debates was, "Resolved that School uniforms should be abandoned." The negative was the winner in both instances, as the Japanese cling to the school uniform as steadfastly as the English cling to the school blazer.

The debates were well attended, and a popular vote was taken to determine the winner in each case. It fell to my duty to critisize the debates after the popular vote on the decision. The debates were decided I felt, in the popular vote with good judgment, and fair judgment. I found myself agreeing with the voting audience.

The main criticism I had was a common one that applies also to American debating. The speakers were tied too much to notes. I must make one exception to this remark. One of the girl debaters did not use notes at all, but spoke absolutely free from notes or manuscript. It is only fair to say, that she was the best speaker on the platform. I might add that Professor Martin of Tohoku University (Sendai) warned the men speakers in the oratorical contest there, that the women contestants were well on the way to eclipse them.

One of the difficult things is to put over to the Japanese speakers that it is the audience that they should address. If greatly impressed with his subject and occasion, the Japanese speaker is likely to talk down to the table or desk before him. Even the presiding officer at a contest will do this. It is my prediction that this difficulty will not last long, as the Japanese are quick to observe and learn the proper way of doing things.

One trait of the Japanese is quite noticeable. They love to excel in both athletic and intellectual sports. One of the hardest things for them to learn and accept is that it is not the winning that counts, but the effort put into trying, and the educational value that results.

MIURA CAPTURES TOHOKU
(English Mainichi)

SENDAI, June 13.—Junji Miura of Akita University today qualified for the finals of the Seventh Annual National Intercollegiate English Oratorical Contest for the General MacArthur Trophy as he outrivaled 13 other speakers, including two girls, at the Tohoku regional elimination contest held at the Tohoku University hall here.

The winning speech was entitled "Peace—Where?"

Miura will compete against 16 other finalists chosen from six other regional preliminaries at the finals to be held in Osaka on July 4.

Second place was awarded to Shigesato Iwasa of Tohoku University. His speech was entitled "In Order to Bring About a More Peaceful World."

Miss Hiroko Iwata of Tohoku Kakuin University was given third place.

The board of judges for the event sponsored by the English Mainichi was comprised of Egbert R. Nichols, professor of public speaking at Tohoku University; Burton E. Martin, professor of literature and history at Tohoku University; Miss Grace Iijima, director of the Sendai American Cultural Center; and Tetsuro Tomihiro of the English Mainichi.

Chiyofumi Abe, Sendai bureau chief of the Mainichi Newspapers, made the opening address

Morisuke Suzuki of the English Mainichi acted as chairman of the event.

FORENSIC NOTES

Lehigh University reports a large number of freshmen interested in debate this year, and is developing a program of dual and tournament debates to make use of them. They expect to enter the Temple University Tournament first. The varsity debaters are planning to enter the Boston University, Brooklyn College, New York University, and Eastern Forensic tournaments.

Prof. H. Barrett Davis of Lehigh University has recently been promoted to a full professorship.

The Minnesota Bulletin of the state high school league reports that 44 of 51 high schools voted to discuss the regular high school debate subject: Resolved, that the President of the United States should be elected by the direct vote of the people. Three statements were considered.

Winning Entry in Speech Activities Contest for High Scrool Speakers

I have read with interest Professor Freeley's reply to my attack on certain debate tourney practices. It seems to me that he has brought up some excellent advantages of tourneys in general but that his defense of the requirement of forcing debaters to debate on both sides of a proposition has some serious weaknesses.

However, I wonder if it is sporting of me to expose those weaknesses! You see, a major point of difference between us is that he claims that a person to understand both sides of a proposal well must urge others to accept not only the side which he favors, but the opposite side as well. I disagree. If he is correct, then he should be the one to attempt to persuade you that his arguments in the preceding issue of this magazine are unsound; in fact, only by so doing, can he reach his full intellectual development! Far be it from me to deny my good friend this opportunity! Let us see if he really thinks that it is necessary for him to carry out his own advice to do the problem justice. I take it that some of the ancients did just this; does he?

BROOKS QUIMBY,
Bates College.

APPRECIATION

The editor feels that one of the first privileges he has in resuming the editorship of Speech Activities is to express his thanks to the assistant editor-manager who carried on for him while he was away.

You who are fathers will understand how awkward it is and how happy and grateful we can be when the one to whom one is indebted and to whom thanks are due is your own son. Please all rise and join me in giving him a vote of thanks.

EDITORIAL BRIEF

Forgive me please and overlook the fault if this number reeks too much of Japan and our Japanese experience. We promise to reform in future issues should it be our privilege to carry on.

If the transfer of Speech Activities to better and more able auspices, which we at present hope for, comes to pass, you will understand this brief editorial.

Should it be our valedictory—may we say thanks to all for our pleasant memories and associations of the past, and hopes for the future.

Editorials and Features

EDITORIAL

It is not easy, after the passage of an entire year, and that year spent in a foreign country, to pick up the threads and details of a job like editing Speech Activities properly to meet the needs of its various readers and subscribers. However, since it is the immediate requirement before us—here goes—may it not be too disappointing.

How did you like Japan? We are always meeting that question. "Fine," is not a satisfactory answer. We have a vague but very definite feeling that our friends want more details—want something more definite that will give them the feeling of our trip—what it was like.

Perfunctory details are not the right answer. Special details, specific, pictorial, easily understood, and readily assimilated are needed. To begin with—The Japanese people are an intelligent people—so are the Filipinos. We met both during our year abroad. We Americans are not too apt in our understanding of foreigners—especially orientals. As for the Japanese we naturally expect that secretly, down deep in their hearts, they resent us and do not want us around or residing in their country, that they cannot forget our unfortunate war which they lost.

Look as much as we would and persistently as we could, we did not during our stay in Japan, detect any of this natural resentment. That does not mean that it does not exist. It merely means that we did not find it. It merely means that the Japanese people are not merely intelligent—they have good will and character which we customarily sum up as Japanese "politeness." Yes, indeed, they are polite; they are astute; they are proud; they would scorn to fail in courteous treatment of guests in their own country—even if they were from a late enemy country.

The Japanese, although still practically an occupied country, do not betray any resentment of Americans in their land, as they know we are there to protect them while they are unarmed. They are almost pathetic in their protestations of friendship (I speak of the average Japanese person—not of the communist malcontents (and there are some). The Japanese cannot understand any more than we can how their countrymen can accept such an unpatriotic and ungodly doctrine as communism. The fact that we have a communistic problem here in America as well as they in Japan —seems to draw them nearer to us in mutual trust and sympathy. "What fools we were to fight each other," seems to be their sentiment. And some of them say, "it was our own fault and we got what we deserved. Let's be friends now; we belong together. We are coming to understand one another. We feel after all that you are our best friends, even if we do not deserve such friendship. Of course, we hope for the time when your army can go home. We do not hate the American soldiers or resent them, for they are our good friends, and when they are gone we shall miss them greatly. We have learned to live with them like brothers, and through them we have come to realize the generous heart of America. May there be peace forever between our two countries."

This, dear readers, it not just guff —it is the most important thing we learned about Japan — they are a great people and a people of great good will. Need we say more? We have not understood them very well. As Kipling put it—east is east and west is west!

The Nichols feeding the sacred deer at Nara, Japan

Our welcome in Tokyo at Ambassador Hotel, by Prof. David Murayama and family and by Ken Ikebe, popular Japanese Movie Actor. Ikebe—top row—first from left. Murayama—second row, first on rigrt.

Herewith List of Articles:

1. Feeding the Sacred Deer at Nara.
2. Murayama Family and Motion Picture Actor Ken Ikabe welcome the Nichols' to Tokyo.
3. At the Home of Grandmother Igarashi.
4. The Festive Board at the Igarashi Home.
5. Dr. Takahashi Entertains the British Ambassador at Tea.
6. The Ambassador Speaking.
7. Dr. Takahashi Reading.
8. Professor Yoshio Nakajima and Family.
9. The Nichols' play at Takayama Beach.
10. Picnicking at Takayama Beach, near Sendai, Japan.
11. Five Story Pagoda and deer at Nara, old Capital of Japan.

12. Matsushima Bridge to one of its Famous Islands.
13. Matsushima Bay, one of Japan's famous Regions.
14. Kamda Shrine and Sacred Dancers and Musicians — Nara.
15. Ambassador Murphy at Home to the Fulbright Teachers and Research Students.
16. A Group of Friends Meet at the Ambassador Hotel, Tokyo.
17. Planting Rice at Sendai near site of New City Building.
18. Shrine on Fukuzawa St., Sendai.
19. There is a saying in Japanese which we quote in English: "Never say splendid, when seeing Japan, until you have seen "NIKKO."
    The Nichols, with Prof. and Mrs. Douglass Green, and Nobuko Igarashi San, and her son, Michio, at Nikko.

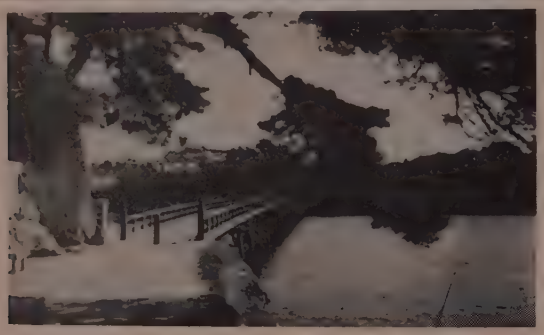
CLASSIFIED LIST OF SUBJECTS APPEARING IN PAST ISSUES OF SPEECH ACTIVITIES

By E. R. Nichols

If you who have been subscribers from the early issues will kindly bear with me, let me give the new subscribers an idea of what has gone before in SPEECH ACTIVITIES.

Apologies because it is not in an orderly shape, but it should suffice for the purpose. Perhaps the enumeration of titles is the best way to give an idea of what SPEECH ACTIVITIES has tried to do in its nine years of existence. We are afraid to make any predictions as to the future. We have returned from a wonderful trip, and hasten in this first issue since our return to greet you all and bespeak our continued interest and cooperation in SPEECH ACTIVITIES. As we have said before it is your magazine, not merely ours because we print it.

A look at the appended list of articles will give you, in case you are not familiar with this magazine, a fairly representative idea of what we have been interested in and are likely to take an interest in as the future approaches.



ELECTING THE PRESIDENT OF THE UNITED STATES

The bibliography that follows has been compiled to serve the high school students. We are sorry that we have not had time to write an article on this subject since our return to our home country, but we do have this reading list to aid you in your study and preparation for 1953-54.

We call your attention also to the list of articles printed in our past issues as presented in the Summer issue 1953 as well as this issue. It may be that some of these articles will help you. We have a few copies left in case your library does not have a file of SPEECH ACTIVITIES.

Do not hesitate to write us and inquire in any event. We shall be glad to haer from you, and to help you if we can.

THE EDITOR IN JAPAN

Now that the Editor is home again prepare to be bored with plenty of talk of Japan. Resuming where we left off in the Summer number we have two subjects to get off our chest — the rest of the article from Sendai and the Oratorical Contest at Osaka. Sendai first: We were speaking of Junji Miura of Akita University, who won at Sendai.

We were speaking of Jungi Miura of Akita University, who won the Sendai contest at Tohoku University. The National Contest of which the Sendai affair was a part was held at Osaka where Miura failed to win again as we have indicated elsewhere in writing up the Editor's year in Japan.

We append a copy of the winning speech as printed later in the Toyko Mainichi, one of the large dailies of Tokyo. We include this so that you will be able to make a judgment of the state of debating and oratory as it exists at present in our esteemed and earnest western neighbor, who is doing his best to catch up with us despite our head start.

Having given you this idea of the thinking and the mind of the young Japanese speakers may I bow out and let you draw the conclusion.

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CASE ANALYSIS

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those barriers will remain lowered. Newsweek, this January 5, pointed out that the prospect of European tariff wars is dangerously close. Several countries have threatened to retaliate against trade restrictions in the United States and in other European nations.

Federal union, however, (uniting all NATO governments under a central government, and taking the right to levy tariffs and quota restrictions away from individual governments) guarantees that free trade arrangements will be permanent in character. Just as the State of New York couldn't possibly lay tariffs on goods from Texas, Great Britain could not discriminate against goods from the United States. Both would be members of the N. A. T. O. federation.

This, however, presupposes a great deal more governmental effectiveness than a federation is likely to have. The negative viewpoint would deny that the N. A. T. O. federal union could guarantee the removal of trade barriers.

First, many states in this country, Illinois and Michigan for two examples, levy a tax on purchases made outside state boundaries. This tax is called a "use tax," and is actually a type of tariff. Member states in the N. A. T. O. federal union could certainly retain the right to tax, and, therefore, the right to levy use taxes (or tariffs) on commerce. Federation alone won't guarantee that trade barriers will vanish.

Let us remember, too, that a federal union is a democratic organization. This means that its ability to "guarantee" free trade depends on its legislature's willingness to vote in favor of that policy. As it is, however, free trade is not just a one-way ticket to effortless prosperity. When achieved gradually through present methods, it is unobjectionable. But federation promises immediate free trade and serious problems also.

We should keep in mind the admission of Will Clayton (former under secretary of state and now vice-president of the Atlantic Union Committee, the sponsor of the affirmative plan) that abrupt free trade could mean a flood of cheap United States products into Europe's market, throwing out of business many European industries.[3] Possible free trade wouldn't be accepted. It's possible, then, that free trade could prove unacceptable to a federal union legislature.

Merely creating an organization like a federal union isn't the same thing as establishing a policy which that organization will follow. In this case, federation doesn't mean that free trade will automatically exist. Use taxes levied by states and the possible unwillingness of federal union legislators to approve unrestricted trade could mean that a N. A. T. O. federation wouldn't have any "beneficial effects" at all.

The negative's most significant issue, however, is this: the success of a federation hinges on the willingness of its members to cooperate.

If the component states won't work together, the federal union will fail. But if they will work together, the federal union clearly isn't needed. Free trade serves as a good illustration of this dilemma. If the United States and Europe reject unrestricted trade when they are federated, then a trade federation would be useless. But if free trade were acceptable, then the nations involved could adopt it without federating. Anything that can be accomplished with federation can also be accomplished without it. On this basis, therefore, the core of the whole problem lies not so much in federation but in creating and maintaining the spirit of cooperative endeavor necessary to united group action.

1 US News, 14 December 1951, p. 16
2 Ross N. Berkes, "US and Modern Europe", NUEA Handbook, vol. 2, page 26.
3 James P. Warburg, Faith, Purpose, and Power, 1950

CARRYING A GOOD THING TOO FAR

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is a place for them before many organizations — service clubs, some women's clubs, church groups, lodges, and the like. Tournament speaking in the later years should certainly be woven in with experience under less artificial circumstances.

These, then, are some of the reforms that might reduce tournament size and make higher standards possible of achievement. There are others. Let them all be considered, to the end that mere numbers shall not be permitted to bog down instruction in an area on which democracy so largely depends,—the field of public speaking, discussion and debate.

A SUBJECT FOR TODAY

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mutual understanding and deep trust. But let us face reality! We can not gain the goal of world peace by sitting back and hoping others will do the job.

Let Japan give her spiritual and material support to furthering the unity and strength of the United Nations. Let us do our utmost to dissipate suspicion and distrust among nations. The present world situation demands that Japan rearm. But let us put our arms beside those of other free nations of the world. Let us offer our arms to the United Nations—a visible token of our willingness to bear our part of the burden—a visible token of our right to share the responsibilities of the United Nations. We have no right to receive until we have given. Therefore, let Japan rearm and use her arms for the welfare of the great community of nations and all mankind.

ELECTION OF PRESIDENT

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